



Data from 2023 ELC Census

- 3514 daycare of children services
- 3,530 childminding settings

- 42,190 practitioners (2022 data)
- 702 teachers
- 3798 graduate practitioners
- 1,406 working towards degree level

- Excellence & Equity Leads ~ 320



Education Scotland Professional Learning and Leadership





What we do

- Ensuring the impact of Scotland's Curriculum
- Delivering the Scottish Attainment Challenge
- Inspection and Review
- Developing creativity, employability and skills
- Embedding inclusion, wellbeing and equality
- Implementing the National Improvement Framework
- Supporting community learning and development
- Promoting digital learning and teaching
- **Professional learning and leadership**
- Advice and support to government
- Curriculum innovation
- Supporting Regional Improvement



Overview

- Professional learning is informed and supported by GTCS professional standards, education policy and academic literature.
- A minimum of 35 hours of professional development a year is required for teachers registered with GTCS.
- A minimum of 60 hours of continuous professional learning over 5 years, is required for ELC practitioners registered with SSSC.
- Professional learning is the responsibility of the individual.
- Teachers and practitioners are supported in identifying areas for development within their professional review and development process and they are required to be signed off through professional update (GTCS) or re-register (SSSC) every 5 years.



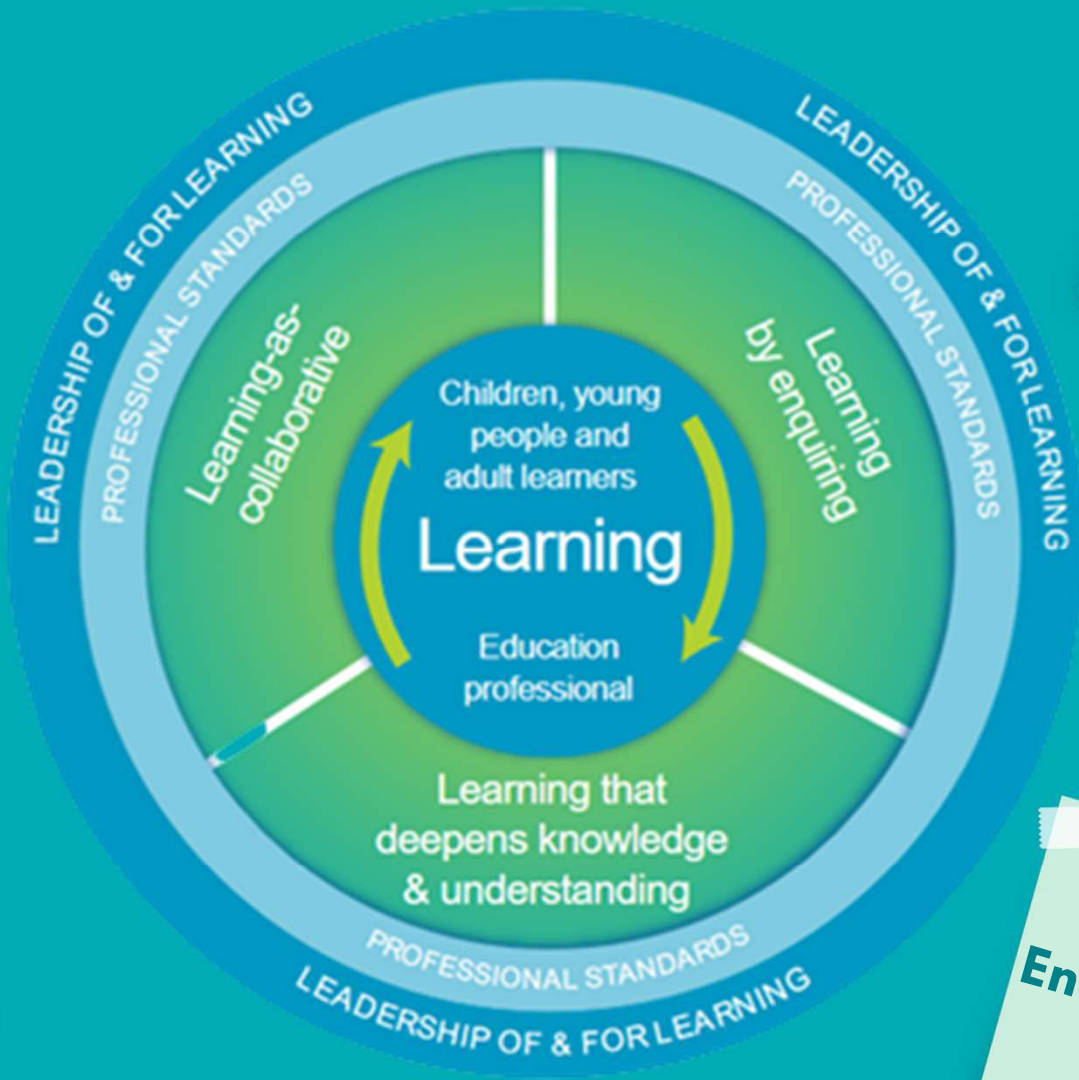
Suite of Leadership Professional Learning programmes

Online Professional Learning Activities (PLAs)

Anti-racism professional learning programme - Building Racial Literacy

Supporting Workforce Wellbeing

Endorsement



PLL team overview

Heads of PLL

Senior Lead
Specialists



Lead
Specialists

Development
Officer

Working closely with our colleagues in
Business Support, Corporate Performance and
Communications.

Educator and
practitioner
leadership

Middle
leadership

COLLECTIVES

School and
system
leadership

Our offer

ENQUIRY-BASED Educator Leadership Programme, Excellence in Headship - Stretch

LEADING OTHERS Excellence in Headship, Middle Leaders Leading Change, Leading CLD, In Headship

SUPPORT Supporting Workforce Wellbeing: Stepping Stones, Coaching, Reflective Supervision

CAREER PROGRESSION Aspiring to Middle Leadership, Into Headship

ACTIVISM Building Racial Literacy

Educator Leadership Programme

Teachers & practitioners

Leading learning through enquiry

2023/24 Choice of in-person or online inductions; remainder of learning online

Building Racial Literacy

Open to all educators
Promotes anti-racism as a baseline professional value
Facilitated online through a mix of asynchronous and synchronous learning

Educator & Practitioner



Chereen
Mandy
Steph
Janey
Lise



BUILDING RACIAL LITERACY

CREATING SAFER, BRAVER LEARNING SPACES

IN THE BUILDING RACIAL LITERACY PROGRAMME, WE'LL BE WORKING TOGETHER AS A COMMUNITY OF PRACTICE WITH RICH AND VARIED EXPERIENCES, KNOWLEDGE AND PERSPECTIVES. TO ENSURE THAT OUR SHARED SPACES IN THE PROGRAMME ARE INCLUSIVE AND SUPPORTIVE OF ALL PROGRAMME PARTICIPANTS, THERE ARE SOME PRINCIPLES WE ALL NEED TO SHARE AND COMMIT TO AS WE BUILD OUR RACIAL LITERACY TOGETHER.

#EDSC0181

-  **ACKNOWLEDGE EMOTIONS**
-  **EMBRACE PRODUCTIVE DISCOMFORT**
-  **COMMIT TO SELF-CARE**
-  **BUILD RELATIONSHIPS**
-  **CAPACITY FOR GROWTH**

Aspiring to Middle Leadership

Support for developing understanding of the roles of middle leadership



Middle Leaders Leading Change

Supports participants to enhance their confidence and skills in self-awareness, diversity, leadership of change and coaching as a model of practice



Middle



Rona
Lesley
David
Steph



ML+

New additional themed sessions for middle leaders



In Headship

For all early in post or acting headteachers who hold the Standard for Headship.

60 Masters Credits - Delivered by Universities

Excellence in Headship and EIH Stretch

Supports headteachers who have been in post for two years or more to strengthen and expand their school and system leadership skills - with a strong focus on delivering excellence and equity for all children and young people in Scotland

Making Sense of System Leadership

Prototype programme aimed to deepen understanding of what effective schools and school-level leadership looks like and how it was the foundation for delivering effective system-level support and thinking.



School & System



Alison
Chris
Fearghal
Gordon
Steph
Iain



Into Headship

National programme for aspiring headteachers. Awards the GTCS Standard for Headship, which is a mandatory requirement for all new permanently appointed headteachers in Local Authority and grant-aided schools in Scotland.

Delivered in partnership between ES, Universities & Local Authorities



Supporting Workforce Wellbeing

Mental health and wellbeing support for the education workforce



Coaching offers

- [One to One](#) and [Group Coaching](#) for Leaders across the Education system
- ['Into Coaching'](#) - 'Peer to Peer Matching' for all educators taking their first step into coaching

[Supervision Spaces for taking care of yourself](#)

[Supervision Spaces for taking care of staff you lead](#)

Enhanced support for early career teachers: [Stepping Stones](#)

[Coaching for Success](#) - partnership with Fife PLLC to deliver nationally

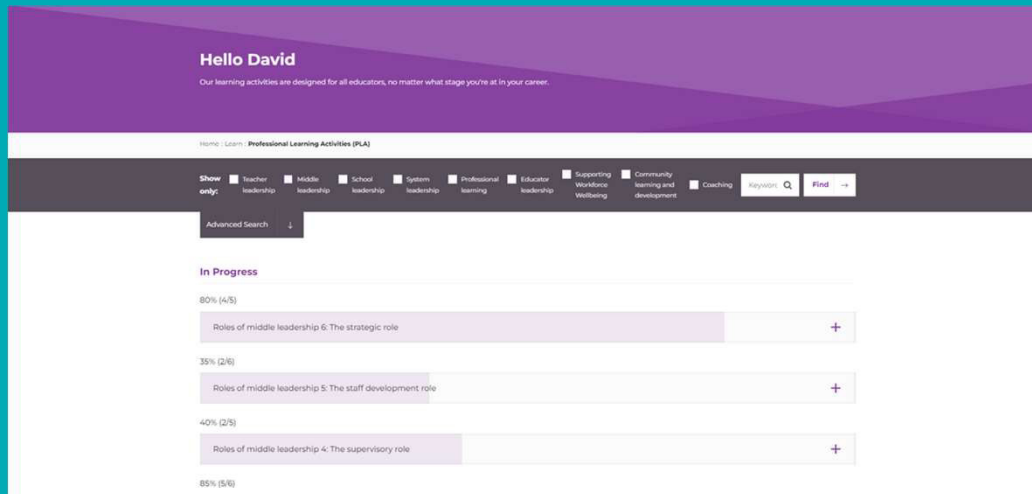
[Cycle of Wellbeing](#) - National Guidance and Resources



Janey, Mandy, Fearghal & Lesley

Online resource

- Free-to-access for practitioners
- Suitable for individual or group learning
- Progress through learning activities tracked
- As of March 2022 there were 28,024 users registered for the PLL Website.



The screenshot shows the PLL Website interface for a user named David. The header includes a greeting and a navigation menu with categories like Teacher leadership, Middle leadership, School leadership, System leadership, Professional learning, Educator leadership, Supporting wellbeing, Community learning and development, and Coaching. The main content area displays 'In Progress' activities with progress bars and completion percentages:

Activity	Progress
Roles of middle leadership 6: The strategic role	80% (4/5)
Roles of middle leadership 5: The staff development role	35% (2/6)
Roles of middle leadership 4: The supervisory role	40% (2/5)
	85% (5/6)

Professional Learning Activities (PLAs)

80 self-directed learning modules including:

National ELC Module 4:
Developing an understanding of curriculum rationale

National ELC Module 5:
Tracking and monitoring

PLL Website





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